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ABSTRACT

The trainer's manual and the 45 associated transparencies are intended for use with small groups of parents of handicapped children. Introductory sections provide information on the evolution of the program, the nature of the program, program goals, utilization of the program, sequencing the visuals, and increasing parent involvement. An article entitled "Behavior Modification for Parents of Exceptional Children" is included. It is explained that the visuals are intended to stimulate open ended discussion, focus on situations and interactions rather than the specific handicaps, and provide the basis for individual counseling. The visual transparencies cover the following problem areas: self help development, parent child interaction, discipline, sibling interaction, parent - parent interaction, parent - other interaction, and the future. Provided for each visual are a description, recommended questions and activities for use with parent groups, and suggested focus with individual parents. (DB)

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PARENTING AND THE EXCEPTIONAL CHILD

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THE EVOLUTION OF THE PROGRAM

In 1971 a group of deaf adolescents gathered at a northeastern university. When asked about the issues that most concerned them, those areas in which they felt educational programming should be developed, their response was unanimous: Parent Education. Over the next two years a mediated parent education program for parents of deaf children was developed, evaluated and disseminated. This program was presented to hundreds of educators and parents of the deaf. On many occasions, these and other individuals in the audience spoke of the potential of such a program for parents of children in other categories of exceptionality. This suggestion, repeated over and over again, grew into a mandate. In February 1974, ESEA Title III funds for such an effort were requested and received. The program began.

Contact was made with parents and educators of children in several exceptionality categories: the learning disabled, behaviorally disordered, mentally retarded, multiply-physically handicapped, hearing impaired, etc. Parents were asked to respond to open-ended questions like: *"I am happiest with my exceptional child when we . . . ."*; *"I know people stare when my child . . . ."*; *"I often worry about my child's . . . ."*; *"My child is especially difficult around the house when he/she . . . ."*; *"My other child(ren) like to . . . with the exceptional child"*; *"People would be surprised at how well my child . . . ."*

The overwhelming and honest parent responses to these questions provided the ideas for the situations depicted in this program. At various stages in the development of the program, a Parent Advisory Committee, comprised of parents and educators of children with special needs, reviewed the program and provided much needed feedback. This feedback, plus formal and informal contacts with a wide variety of special educators, the research and review of many parent education efforts, and experience gleaned in the development of the program serving parents of the deaf, has led to this mediated parent education program.

THE NATURE OF THE PROGRAM

The Capitol Region Education Council's Parent Education Program has several major components. These components are interrelated and interdependent.

1. The Visuals/Transparencies

The visuals/transparencies were developed from statements and descriptions made by parents of children in several exceptionality categories. The visuals depict parents, children and others in important and unresolved interactions. A child is depicted in the midst of a tantrum in a supermarket. Another child is seen isolated from the family's activities. A father and mother question the future of their child when they will no longer be able to care for him. A neighbor questions a father on the discrepancy between the child's good looks and the strange things that he understands are wrong with the child.

These transparencies are open-ended. They are designed to stimulate discussion. The transparencies encourage ambivalent interpretation. Reaction to them is unique to the parent/individual who views them. Their importance lies in the interaction which they encourage between parent and parent, and between parents and the group's trainer.

Parents and trainers will find it difficult to separate the visuals into categories of exceptionality. This difficulty is intended. When ideas for the program were being gathered, it was found that parents of children in varying exceptionality categories most often described similar concerns regarding their child's interaction with his/her environment.

The visuals reflect this finding. Family scenes describe happenings, events, interactions. The interaction is highlighted. The cause or category is not. Parents and trainers are encouraged to focus on what they would do (have done) in each type of situation, rather than to separate or isolate based on diagnosis of exceptionality.

2. The Trainer's Manual

The trainer's manual guides the group leader in the use of the transparencies. Procedures for use, instructions for parent training and thematic approaches are included as specific guidance for utilizing these materials. The manual also includes a multi-media resource listing of use to parents and educators of exceptional children. The last page of the Resource Listing is a list of books of special interest to trainers. These books deal with several subjects of importance to trainers: parent education, exceptionality, behavior modification and group dynamics.

3. The Parents (and other possible participants)

Any and all parents of children with special needs are encouraged to partake in this program. The program is designed to involve parents in three possible ways.

1) Small Group Involvement:

Efforts should be made to assure that the group size does not exceed 15 and does not drop below 6. The transparencies often generate the telling of personal experiences and the comparison of behaviors and feelings within those experiences. Because of the need for varying viewpoints and approaches in the discussion, a group of 6 or more parents is suggested. Because of the personal and occasionally controversial responses evoked by the materials, it is better to hold the group under 15. It is suggested that trainers attempt to hold meetings in comfortable, informal surroundings like teacher's lounges or private homes and apartments.

The group should try to meet once a week for as many weeks as it takes to discuss the complete package of transparencies. These frequent meetings support group interaction and familiarity. They also give parents an opportunity to talk about their new behaviors and to get immediate feedback from the group about their efforts. Ideally, bonds will be formed which could influence groups to continue after the completion of the transparency series.

2) Individual Counseling:

The treatment of each visual in the trainer's manual includes provisions for counseling with individual parents. This is an important, unique use of the visuals or an important follow-up to the small or large group sessions.

3) Large Group Meetings:

Educators of special children may wish to present selected visuals to parents to introduce speakers and their topics, or to encourage parents to gather in small groups relating to their special concerns. The visuals encourage dialogue and it is suggested that the parents be given an opportunity to talk with each other and professionals when these visuals are presented.

Parents and their children are surrounded by others who influence them. When these visuals touch upon others in the family environment, it is suggested that trainers integrate these significant others into the sessions. Grandparents, siblings, regular babysitters and other selected individuals should have an opportunity for involvement.

4. The Trainer

The individual who utilizes this program, educator or parent, should be interested in parent education, familiar with the needs and education of special children, and competent to lead groups which have cognitive and affective objectives.

The successful implementation of the program relies upon the skill of the group leader. This leader is responsible for the formation, training and evaluation of the group. This individual, the leader, relies on this manual and has access to the program prior

to the group sessions. The group leader is responsible for making maximum use of the skills and experiences of the parents and the concerns evoked by the transparencies. The group leader performs certain functions:

(1) assessing the needs of the group and the individuals within the group;

(2) articulating objectives for the program and the individual sessions;

(3) directing the interaction during the sessions; this will mean preparing for the sessions by previewing visuals and manual;

(4) adapting leadership style, selection of transparencies, specific behavior suggestions, etc. to immediate and unexpected needs expressed by the group;

(5) listening to the concerns raised by parents, making some specific suggestions, and encouraging and reiterating parent suggestions into specific parent behaviors which will improve parent-child communication;

(6) working with the parents to design programs specific to the needs of their child;

(7) maintaining the group: arranging, convening and supporting the continuity of group efforts; and

(8) choosing an appropriate leadership style, considering the balance of task (discussing the transparencies, the issues and the behaviors generated by the transparencies) and relationship ("how are you feeling today" kinds of questions) needs.

The likelihood of selecting an effective trainer will be increased if the selection is made by considering the following questions:

(1) *Do parents like to talk to this person?*

(2) *Does this person spend noticeable amounts of time in talking with parents?*

(3) *Does this person like to work with groups?*

(4) *Would this person choose to invest time planning and implementing this program?*

(5) *Is this person familiar with behavior modification procedures? Can he/she aid parents in designing and evaluating programs for their children?*

(6) *Has this person read the manual and seen the visuals and responded positively?*

(7) *Will this person be able to work in group and individual settings with parents?*

(8) *Is this the best person to perform this function?*

(9) *Should a parent implement this program? Should it be a parent-educator team?*

(10) *Will this person know when he/she needs additional help in the management of the group or the concerns of an individual in the group? Will he/she know where to get help?*

This selection procedure should aid in assuring the appointment of a trainer most likely to have something to offer the parents and thus, able to maintain parent participation.

THE GOALS OF THE PROGRAM

This mediated parent education program has been designed to provide the following services to parents of exceptional children:

* To encourage parents to gather with other parents of exceptional children.
* To stimulate discussion of the nature and impact of exceptionality on the parents of exceptional children.
* To encourage discussion of the parents' feelings about being the parents of exceptional children.
* To use this affective discussion to stimulate parent request for cognitive information about their child's exceptionality.
* To organize and systematize parents serving as resources for each other in effective parenting and learning within the home.
* To suggest family situations and decision points as opportunities for parent roleplaying and behavior rehearsal of more effective parenting behaviors.
* To suggest options for parenting behaviors in response to the demands of various exceptionalities.
* To provide stimulus and direction for trainers to work with parents in the design of behavior modification programs for use with exceptional children, where appropriate to the program.
* To familiarize parents with local, state, and national resources for parents of exceptional children.

THE UTILIZATION OF THE PROGRAM

This parent education program is comprised of 45 individual transparencies. These transparencies depict exceptional children with their siblings and parents as they interact with each other. Every visual/transparency receives individual treatment within this manual. There is a description of the visual, and then suggested questions and activities for individual and group utilization.

Within these treatments, "programs" or "behavior modification" is often mentioned. The parent education program has been designed so that trainers will become familiar with this educational approach and encourage its use by parents with their exceptional children.*

BEHAVIOR MODIFICATION FOR PARENTS

OF EXCEPTIONAL CHILDREN

William L. Heward, Ed.D.

When parents of exceptional children discuss the interactions depicted by the visuals in this program, it inevitably leads to statements such as, "*That kind of thing happens at our house all the time.*" Then more specifically, "*Susie is always pestering me*

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*This parent education program can be used comfortably and effectively in settings which do not utilize behavior modification. The open-ended visuals and questions lend themselves to utilization by institutions and individuals who utilize any educational approach. Trainers should ask parents if they wish to become part of a special work group or sub-group of the large group. This volunteer group will focus specifically on behavior modification techniques.

from the time she awakens until we finally get her to bed at night." Finally, someone in the group asks, *"What can we do about it?"* The greatest potential of this program is as a set of stimulus materials which motivate parents to ask *"What can we do about it?"* It is then that the trainer has his/her greatest opportunity to serve as a helping agent to individual parents within the group.

In recent years, behavior modification has proven to be the most effective method for changing behavior. The data are convincing and come from a wide range of applied settings with populations including children of every category of exceptionality and special need. Although the term has often been misused and widely misinterpreted, behavior modification refers to a set of relatively simple and straightforward procedures that have evolved from the study of relationships between human behavior and the environment within which it occurs.

Behavior modification programs can be characterized by two major elements which set them apart from other approaches. First, all the components involved in the program are tangible, real-life things and events. These components include both the behavior to be changed (which must be some kind of observable state or action on the part of the child) and the environmental conditions which are to be altered to produce the desired change. Hence, things such as "crying behavior," "reading a story to the child," and "turning away from the child" may be components of certain behavior modification programs, whereas, "suppressed desires," "aggressive tendencies,"

"internal motivation," and other subjective and unobservable conditions have no place in such an approach. Second, behavior modification programs place the emphasis upon the consequences of behavior as the primary determinant of its future probability of occurrence. Simply stated, behaviors which produce pleasant, rewarding, or more technically stated, "reinforcing" consequences are likely to be repeated. The corollary is equally as true. Those behaviors that produce unpleasant or "punishing" effects, or no noticeable environmental changes whatsoever, are not as apt to keep occurring.

Although trainers using this parent program are not expected to be experts in the principles and practices of behavior modification, they are encouraged to prepare themselves by reading the programmed text Parents Are Teachers by Wesley C. Becker, published by Research Press Company, Champaign, Illinois 61820. Families (a), written by Gerald R. Patterson and Living With Children (b), by Patterson and M. Elizabeth Gullion, are also excellent paperback books for both parents and group leaders. After reading Parents Are Teachers and before meeting with their first parent group, trainers should attend a behavior modification workshop or meet with a practicing professional with whom they can ask questions and devise several mock behavioral change programs.

When dealing with human behavior, each situation is somewhat different from all others. However, all effective behavior modification programs proceed through a series of similar steps. Trainers

should familiarize themselves with the following sequence which can be utilized regardless of the nature of the behavior problem.

1. Specify target behavior and objective of the program. The behavior(s) which parents seek to change must be objectively defined. Avoid using terms that elicit many different definitions and are hard to observe (e.g., feeling, emotional, thinking, tendency, etc.). If a parent is concerned with changing a behavior which he/she describes as "aggressive," or some other descriptor implying a wide range of behaviors, ask the parent to list the things (behaviors) that the child does when the parent would describe him/her as "aggressive." Look at your description of the target behavior. Is it as simple as it can be? Could someone else use your definition and obtain the same data by observing the child? What is the desired outcome of this program?

2. Select a recording technique and collect baseline data (Families, pp. 61-68). Decide upon a method of data collection appropriate to the target behavior. Try to make your recording procedures as simple as possible. Often just marking down the number of times a particular behavior occurs is sufficient. Observe and record instances of the target behavior for at least three days before implementing any plans for changing the behavior. This will give you a "baseline" of data with which to judge the relative success or failure of future operations. When recording baseline, it is helpful to note the preceding and immediately following events that surround the target behavior when it occurs. Such information

will often aid in selecting the type of environmental alterations necessary to effect the desired behavior change.

3. Identify a consequence for the target behavior (Parents Are Teachers, pp. 5-34). Select a consequence (i.e., reinforcer, punisher, ignoring, etc.) that will be easy to deliver immediately after each occurrence of the target behavior.

4. Implement program (Parents Are Teachers, pp. 35-164). Deliver the chosen consequence (e.g., token, hug, cookie, ignoring, etc.) immediately after each occurrence of the target behavior. Continue to record the behavior and evaluate the effectiveness of the program by comparison of present rates of occurrence with baseline rates for the previously stated objective.

5. Redesign program if necessary (Parents Are Teachers, pp. 47-64 and 85-98). If no observable change occurs in the target behavior, the program must be redesigned. Some questions to ask are: Is the reinforcer appropriate for the child? Is the consequence being delivered immediately after the behavior occurs? Is the child receiving "bootleg" reinforcement from outside the program which may be maintaining the undesired behavior? Is the objective of the program a reasonable goal? Have you been consistent in delivering the consequence every time?

6. Maintenance of the desired behavior change (Parents Are Teachers, pp. 35-46). When a new behavior is being learned and strengthened, it must be reinforced after every instance of its

occurrence. Once a new behavior gets going, however, it is best to reinforce it on an intermittent basis to keep it strong. When an undesirable behavior has been successfully eliminated, you must be sure to 1) no longer reinforce similar responses in the future, and 2) continue to offer much reinforcement for other desired behaviors.

When parents first try to implement a behavior modification program, the results are often not as rapid or marked as they would desire. Be prepared for this. Viewing behavior as a function of the environment within which it occurs and systematically altering that environment to produce desired behavior changes in their child is a new experience for most parents. The trainer who is aware of this, and is prepared to answer and discuss the parents' questions and concerns as they arise, is in an excellent position to help the parents in his/her group bring about the changes they desire. The following are several major watchwords of behavior modification that all trainers should communicate to parents who wish to attempt such a program.

-- Be Consistent. More often than not, when a seemingly well planned behavior modification program doesn't work, it is because the planned consequences were not consistently applied. Be patient. A behavior pattern that a child has developed over several years cannot be changed in a day. Give all new programs at least a week of consistent application before any revisions in the program are considered.

-- Think Small. Recognize and reinforce small increments of improvement. Get the new and selected behavior going.

-- Start Where The Behavior Is At. If a child can presently play alone quietly for only five minutes at one time, and the goal is to increase the duration of quiet play, don't wait for the child to play quietly for 30 minutes before delivering reinforcement. Reinforce for five and six minutes of quiet play at one time in the beginning, then gradually increase the amount of quiet play required for reinforcement until the terminal goal is reached. This goes hand in hand with Think Small.

-- Care Enough To Chart. Rely upon objective, recorded data for decision making. You won't have to guess whether your program is working if you have collected your data properly. Many times the program is beginning to work and the progress shows up on a graph more readily than in the behavior of the child, which though improved slightly, may still seem as it was.

-- Catch Them Being Good. Perhaps the most useful thing a trainer can impress upon parents is the importance of attending to their children when they are engaged in appropriate behavior. Parental attention is generally the most powerful reinforcer parents possess, and systematically delivering that attention when the child is "being good" can work wonders.

SEQUENCING THE VISUALS

The visuals/transparencies are not arranged in chronological order. They are not arranged within exceptionality categories. They are arranged in seven theme areas.

A theme area is an "umbrella" idea or concept within which the issues depicted in the visuals seem to cluster. These theme areas will provide focus for parent education sessions. Themes may be highlighted or downplayed (e.g., a special session focusing on The Future may be planned or programming related to Sibling Interaction omitted) if the interests and concerns of the parents in the group make these emphases advantageous.

The first theme area listed on the individual treatment pages is the primary theme area. Visuals are categorized and sequenced within this primary theme area. Trainers should note that this primary affiliation is suggested and not mandated; trainers, taking into account the needs and interests of the parents in the group, should program within this theme area or utilize the secondary or tertiary area also listed on the page. Trainers can utilize one, two or all three areas and project individual visuals one or several times during the course of the parent training program. It is important to remember that visuals can be utilized to evoke discussion in one or more theme areas.

A list of the theme areas follows:

I. Self-Help Development

II. Parent-Child Interaction

III. Discipline

IV. Sibling Interaction

V. Parent-Parent Interaction

VI. Parent-Other Interaction

VII. The Future

INCREASING PARENT INVOLVEMENT

Even the most wonderful parent education program is likely to be under-utilized without special efforts to involve parents. These special efforts can take many forms. The following suggestions* are presented for implementation by trainers and administrators.

(1) Create an environment which is comfortable for parents. Trainers should remember that a non-judgmental and non-threatening set of leadership behaviors will increase the parents' comfort. Avoid imperative statements. Avoid giving parents the "correct answers."

(2) Involve parents in planning the agenda of parent meetings based on their assessment of parent needs.

(3) Notify parents well in advance and re-notify them a few days prior to the meeting. Use several media for notification: newsletters, personal letters, phone calls, local newspapers, posters at school and bus pick-up points, local radio and TV spot announcements.

(4) Involve parents in decisions about agenda and times for meetings.

(5) Involve parents in some kind of tangible activity or task which might be of value to other parents; e.g., a list of responsive and helpful specialists in the area.

(6) Arrange for child care facilities at the site of the group meetings.

(7) Provide transportation to and from meetings for those who need it.

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*A similar list appeared in The Northeast Regional Media Center for the Deaf's Parent-Child Communication program. That program was supported under federal grants (OEC-1-7-000211-0211 and OEG-0-73-0534) from the Bureau of Education for the Handicapped, U.S. Office of Education.

(8) Avoid asking for money from parents who are attending these sessions.

(9) Respond immediately to the needs and concerns expressed by parents.

(10) Discuss parents' programs for their children during each session and reinforce their efforts.

(11) Arrange special sessions which include other members of the family, e.g., a grandparent's meeting or a sibling session.

(12) Enjoy the time you spend with the parent group. They will sense this enjoyment and it will be shared by them.

VISUAL #1

THEME AREAS: Self-Help Development
Parent-Child Interaction
Sibling Interaction

I. DESCRIPTION OF THE VISUAL:

A mother and her two children are in the kitchen. One of the children is slinging food; the mother is attempting to restrain this child; the other child is watching.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What's going on here? What will the mother do? What should she do? What is the sibling thinking? How will the mother feel, when and if the children get off to school?

Do you have food-related problems with your child? If so, what have you done to diminish these problems? What can a parent do to help his/her child eat appropriately? What effect does one child's misbehavior at the dinner table have on the rest of the family? How can everyone contribute to re-training the child?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

A child's behaviors at the dinner table can be specifically focused upon and improved. Programs which address dinner time behaviors should be designed by the parent and the trainer. Becker,

Unit 3 and Patterson (a), Section IV, provide directions useful in putting these programs together. Discuss differentially reinforcing selected behaviors while ignoring others.

VISUAL #2

THEME AREAS: Self-Help Development
Sibling Interaction
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL

An obviously uncoordinated 9 year old is being led to his parents who sit on the stoop of their house. The 6 year old sibling points to the older boy's rear end and holds his nose.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is/are the problem(s) here? What does the sibling say? What will the parents say? How do the parents feel? What might the parents say to the sibling? What can they do?

Have you had this problem? What did you do about it? Does the child still have occasional "accidents" like that? How do you respond?

It is important at this point to question whether parents are blaming each other rather than training the child. Have they worked with a professional to design a specific program to address this problem?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If parents have a child who is not yet toilet trained, then trainers should work with parents to break down the idea of toilet

training into specific, discrete, developmental steps which the parent can then teach the child. Each step in the program should be specifically defined and reinforced before the next step is expected. See Azrin (lately in Journal of Applied Behavior Analysis). He discusses overcorrection procedures (i.e., child has to clean up mess); reinforce child when his pants and self are cleaned up.

VISUAL #3

THEME AREAS: Self-Help Development
Sibling Interaction
Parent-Parent Interaction

I. DESCRIPTION OF THE VISUAL:

It is breakfast time on a work/school day. The parents are downstairs. Three children are upstairs. Two are dressing for school; one is not.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on (or not going on) in this household? What is/are the problem(s)? What might the different individuals in the visual do to facilitate the dressing of the child who can't or won't dress herself? Which do you think it is? Is it that she doesn't know how to dress herself, or that she doesn't want to dress herself, perhaps not wanting to go to school? Why have you chosen the option that you chose? What might the siblings be feeling?

Has this happened in your home? How have you taught your children to prepare themselves for their day? What might you do now to help them to do this even more effectively?

Is the husband behaving as cooperatively as he might? What are the realistic expectations for his behavior? Develop awareness

of possible feelings of:

a) mother's resentment towards father,

b) resentment of siblings,

c) father's resentment about having a difficult child who demands considerable energy on his behalf.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

Several problems are raised in this visual:

(1) This child's refusal to dress for school; or (2) the child's inability to dress herself for school; (3) the siblings' obvious independence and their failure to assist her; and (4) the uncooperative father who might contribute to the early morning procedures but does not. Any or all of these areas for concern could be addressed by the trainer working with the individual parent.

One step towards addressing problems (1) and (2) is being made. Neither of the parents are fussing over the daughter for not dressing. Hopefully they will withhold that attention until she makes at least a small step towards dressing herself.

Have the trainer break down the tasks of washing and dressing for school into small, clearly defined developmental steps. See the introductory section of this manual. Provisions for concrete reinforcement (such as a hug, a special eatable treat other than candy, consistent words of praise, "Great," "Good") after each step should be included.

For details on a dressing program, see pages 207-266 in

Instructional Programs for the Severely Handicapped Student, Rocky Mountain S.E.I.M.C., University of Northern Colorado, Greeley, Colorado, 1973. This is an excellent resource.

VISUAL #4

THEME AREAS: Parent-Child Interaction
Sibling Interaction

I. DESCRIPTION OF THE VISUAL:

A large family is gathered in a living room. Two siblings are watching television. One is playing checkers with the father. An infant is being tickled by the mother. A four year old sits off to the side of the room and rocks furiously.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on in this room? What are the mother and father feeling? How do the other siblings feel?

What is the isolated child doing? What could the parents do about this "rocking"? or "self-stimulation"? or "flicking"? If your child engages in this behavior, what do you do? What might a parent do about a child who displays these kinds of inappropriate behaviors?

How would you change this visual to reflect interaction in your family?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

The inter-family situation depicted in this visual is very likely to influence every facet of the child and family's life. The

child highlighted in the visual may have been labeled autistic and is most likely to be needing and receiving extensive special training and counseling. The parents will need extensive counseling and training to make major contributions to change the child's behavior. In counseling sessions with parents, it would be appropriate to talk with them about their feelings about being the parents of this child.

It is also important to work with individual parents to establish programs for changing this child's behavior, if these programs are not yet in operation. The Journal of Applied Behavior Analysis includes many reports of programs designed for children who self-stimulate, isolate themselves and/or fail to communicate with those around them.

VISUAL #5

THEME AREAS: Parent-Child Interaction
Self-Help Development

I. DESCRIPTION OF THE VISUAL:

The site is a neighborhood playground. Several toddlers and young children play in many different ways. A father and his four year old son work with a walker.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on here? How does the father feel? The son? Do the other children notice? If they do, what do you think they think? What might the father do to maximize his child's involvement with the other children?

How can the father behave so as to help his son to accept and minimize the constraints imposed by the walker? Should the father discuss "being different" with his son?

Help the parents to accept their child's handicap with an emphasis on the possibilities for pleasure and friendship for the child. As an educator of exceptional children, the trainer can at this time share stories with the parents about close friendships enjoyed by exceptional children and adults.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

This visual will evoke a strong response from parents. It

will give trainers an opportunity to get parents to talk about having a child who can't do some of the things (or many of the things) that other children do. Some parents will have accepted this and will be ready to talk about helping the child do every possible thing he/she might be able to do. Others may still need to grieve: "Why me? Why my child?"

Several books listed in the Resource Directory detail individual parents' reactions to being the parents of a child with special (and demanding) needs. The trainer might want to work with parents as they read these books.

VISUAL #6

THEME AREAS: Parent-Child Interaction
Discipline

I. DESCRIPTION OF THE VISUAL:

Father comes through the door after a day at work. His 7-8 year old daughter is jumping up and down and requesting to be taken out by her father.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is happening in this visual? What does the daughter want to do? What does the father want to do? What do you think will happen?

What would happen in your home under similar circumstances? Whose need would be most immediately met?

What could/should a parent do if this occurred in his/her home? How would you handle it with your child?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

There is often a conflict between the needs and wants of a child and the needs and wants of a parent. The father wants to read the paper and relax; the child wants to take a walk. The mother wants to chat with friends; the child wants to tell her a story. With an exceptional child, it is often difficult to

reconcile these conflicts. The child may not yet understand (or be willing to accept) the concept of "later" or that something/someone else takes precedence for the time being.

The trainer might explore the feelings of the parent about putting the child off. Often, they feel guilty about not being able to respond immediately and selflessly to the desires of the child with special needs. The crucial words here are "needs" and "wants." Parents should be counseled to examine the incident and locate whether they are talking about a need, a necessity, something that must quickly be done for the child or a want, a desire, something the child would like but could realistically defer. Another point for emphasis is that all parents need to rest, relax, socialize, etc. -- whether they are the parents of an exceptional child or not.

If a parent's unwillingness to respond immediately to the desires of a child causes temper tantrums, the Patterson and Becker books make specific suggestions for eliminating those undesirable behaviors. Clearly, the parents need to design a program which will slowly and methodically increase the number of minutes which the child will wait for his/her desires to be fulfilled (if the parent judges the fulfillment of these desires to be appropriate).

VISUAL #7

THEME AREAS: Parent-Child Interaction
Self-Help Development

I. DESCRIPTION OF THE VISUAL:

An adolescent girl and her mother sit in their living room. Through the window, they can see several teen-agers carrying ice-skates over their shoulders.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What might the mother and daughter say to each other? What is the adolescent in the wheelchair feeling? How about her mother? What could the mother and daughter do about this problem?

Do you anticipate that your son/daughter will be cut off from certain recreational activities? From social opportunities? Are you aware of the recreational facilities for children with special needs in your vicinity? The Resource Directory of this manual includes specific and local suggestions. If the parents in the group feel that there is a dearth of appropriate facilities for their exceptional children, they might choose to work as an action group with local authorities to bring about the addition of these facilities.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

Develop an awareness of possible feelings of resentment,

jealousy, self-pity of the mother and/or the daughter. Parents are often not aware of the subtle ways in which they communicate their unresolved conflicts. Present examples of handicapped youngsters experiencing pleasure and satisfaction through participation in a social activity or the development of a special athletic, artistic or other ability. It would be possible to bring exceptional adults into the parent meetings. Questions about their lives will help parents see and appreciate the possibilities for their children.

While this visual depicts a child with an obvious physical handicap, it could easily apply to any child who suffers the isolation which often accompanies being different. Trainers should recognize the generalizability of the visual by asking questions like: "Does your child find it difficult to get involved in recreation with his/her peers?" "How does he/she feel? How do you feel about it?" "What can you do to increase the involvement?"

VISUAL #8

THEME AREAS: Parent-Child Interaction
Self-Help Development

I. DESCRIPTION OF THE VISUAL:

A 12-14 year old boy sits at the kitchen table surrounded by primary texts. He is playing with the salt, his shoelaces and some pencils. His mother leans against a counter and looks on.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on in this visual? What is the young adolescent doing? Feeling?

What is the mother feeling? What will she say or do next? What would <u>you</u> say or do next? What might a parent do to increase studying behavior and decrease dawdling? What might you do now to improve your child's academic performance, if you feel it needs improving?

Suggest that the child have a formal psychoeducational diagnosis of his/her learning problems if the primary problem is not retardation. Seek specific recommendations for appropriate instructional procedures, class placement and/or special tutoring. Could his sibling be involved in the educational program? If so, how?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If an individual parent identifies this or related problems, it is important for the trainer to examine the home as an environment for the child's learning. Do the parents provide the quietest and most pleasant place possible for the child to work? Do they reinforce the child for studying behaviors? (Even 3 or 4 minutes is an improvement over no studying at all.) Have they talked with the teacher about learning activities that they can use at home? Have they modeled the behaviors involved in studying, such as quiet reading or writing? Have they carefully defined what they mean by "better study habits" with the child? Are their expectations realistic?

If parents choose to focus in on this need, additional suggestions for the design of a program to increase studying behavior would then be appropriate. Procedures for carrying this out are suggested in the Introductory Section.

VISUAL #9

THEME AREAS: Parent-Child Interaction
The Future

I. DESCRIPTION OF THE VISUAL:

A mother looks into her child's bedroom and sees him/her touching him/herself in a way that upsets the mother very much. She tells the child just what she thinks of that kind of behavior.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What's going on here? Why is the mother so upset? What will she do? What might the child do? What do you think the mother should do?

How have you handled this issue (or issues related to sexuality) with your child? Have you talked about masturbation with your spouse? With other parents? With professionals? If your group is interested in, or concerned with this issue, it might be useful to involve parents in the group in discussing the appropriateness or inappropriateness of masturbation. If parents request it, the trainer might wish to bring in local professionals who work with parents and children on issues relating to sexuality.

VISUAL #10

THEME AREAS: Parent-Child Interaction
Discipline

I. DESCRIPTION OF THE VISUAL:

A mother is suggesting that her two children may know about the dollar which she left on the table and which is no longer on the table.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What does the mother feel? What about the children? What can this parent do? Do you think these children are guilty as charged? Should the mother use this approach?

Have you had this problem? What would you/have you done? Would you know where to get additional, professional help if such a problem arose?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

This problem may exist in one or several of the families. Trainers should try to find out if pilfering is a behavior pattern of the child, or may have occurred just once. If the problem is chronic or nearly so, considerable professional intervention may be warranted.

VISUAL #11

THEME AREAS: Discipline
Parent-Other Interaction

I. DESCRIPTION OF THE VISUAL:

A mother, father and their young child are in a doctor's office. The child has scattered the pieces of a puzzle, thrown herself on the floor and twisted herself into a pretzel. The parents are attempting to coax her to continue.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What's going on here? How do the parents feel? How does the doctor feel? What about the child? Why all the fuss? What should the parents do?

Has this happened to you? What can be done before you take the child to the doctor in order to diminish the likelihood of such behavior? What things can you say or show to the child? What can you do in the doctor's office if such a tantrum or withdrawal occurs?

If the parents are especially concerned with this issue, it might be useful to form an action group. This group could do one or both of the following tasks:

(1) prepare some simple, highly visual materials which describe "a trip to the doctor"; and/or

(2) compile a list of local (or within a reasonably close proximity) medical resources which are sensitive to the needs of parents and children with special needs.

Discuss experiences parents have had at various diagnostic situations. What are some of the positive ways doctors have handled the child? Disturbing ways?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

Discuss fears parents may have about having their child examined or tested. Explore the difference between having legitimate doubts about a physician's diagnosis and "blocking" behavior.

Some basic principles of development might be useful in helping parents accept the child's handicap -- as well as in facilitating the child's development. For example:

a) All children have the capacity for change; development never ceases.

b) It is impossible to predict the upper limits of a child's development. Don't overestimate a child's potential or underestimate it. Continuously reassess.

c) The more positive the parent-child interaction, the more receptive a child is likely to be to change.

VISUAL #12

THEME AREAS: Discipline
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

A mother and father are in a rumpled double bed. Father has a pillow over his head; mother is in rollers; a clock indicates that it is the middle of the night. A vigorous four year old is standing at the door with her pillow.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is happening here? What will the mother do next? The father? And the daughter? Will she return quietly to her own room? What do you think the parents have done to create this problem? What might they do now?

Do you or did you have this problem with your child? What do/did you do to solve this problem?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If a parent has indicated that bedtime procedures are a problem for him/her and the child, then it is appropriate to help the parent design a program to get and keep the child in bed.

The Introductory Section of this trainer's manual offers suggestions for teaching the child more appropriate behaviors --

in this case, going to bed at the expected time and then staying there. With the parent, the trainer should carefully determine what is meant by going to bed and staying there. May the child read or work at pictures, keep the light on, talk to siblings, come down to say goodnight, etc? Once the specific dimensions are established, then the parent can select appropriate reinforcers and implement.

VISUAL #13

THEME AREAS: Discipline
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

This is a three part split transparency. In all three parts, a parent is doing something and the young child is demanding to be taken for a ride in the car.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on here? What should the parent do? Should the parent do the same thing in each of the three circumstances? Should the parent feel guilty for not taking the child for a ride? What is the child likely to do if the parent does not pay attention to his wishes? If a tantrum becomes extreme, should the parent give in to the child's wishes -- all in the interests of peace?

What would you do in a similar situation? Can these situations be avoided by having the child involved? How? Can you think of a time when your child wanted something and you wanted or needed something different? What happened? How can you teach a child to defer his/her wishes? How do you feel about physical punishment?

The parents might wish to roleplay situations in which such conflicts are highlighted. Parents should be encouraged to ignore the temper tantrums, no matter how much they are escalated, and to

respond to the child only when he/she requests in an appropriate fashion. If the parent is attempting to encourage improved language, the parent might withhold reinforcement until the child had communicated in a way that the parent could understand (and the child could be realistically expected to achieve).

VISUAL #14

THEME AREAS: Discipline
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

This is a split transparency. Mother and father are asleep in their bedroom. While they sleep, their young and very active son has upset a lamp in his haste to climb up and unlatch the door.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What's going on here? What should the parents do about this very serious problem? Is this one of the problems that should be ignored until it is extinguished? Why not? How do you determine which behaviors to ignore and which behaviors to punish?

Has this ever happened in your home? What have you done about it?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If a parent identifies this (type of) problem, it is essential for the trainer to work with him/her to eliminate this very dangerous behavior. A program should be designed which reinforces the child for staying in bed for longer and longer periods of time and then for staying in bed the entire night. The child is not to get out of the bed until a sibling or the parent comes into the

room to give the child an enormous hug for making it through the night without leaving the bed. If the child does go near the door, then the parent must be prepared to punish the child.

VISUAL #15

THEME AREAS: Discipline

I. DESCRIPTION OF THE VISUAL:

A mother and her three children and two dogs are on their way home from the market. One of the three children is beating up on the other two. The mother attempts to drive the car.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What's going on here? How does this woman feel? What does she do? How do the siblings feel? What about the child who is acting aggressively? How does he feel? What might this woman do to stop this behavior?

Is your child inappropriately aggressive? How is he/she aggressive? What have you done to diminish this inappropriate behavior? What might you do in the future?

To help make shopping trips a more fun time, games children can play might be suggested:

- pick a color -- each child can pick a color and count or point out each time they see a car that is their selected color.

- categories -- children can take turns thinking of names of boys, girls, foods, colors, etc.

- riddles -- children take turns thinking of a person, animal, food, etc. Others try to guess what it is by asking questions.

- sing songs together.

- look for numbers on license plates. Look for letters on license plates. Choose in advance what they should spell or add up to.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

A parent who has a child who demonstrates this kind of behavior will often be upset and/or guilty and/or despairing of ever making any difference in this child's behavior. It is important for the trainer to begin work with this parent by finding out what the parent does <u>now</u> when the child is aggressive towards others (or towards objects in the environment). After that the trainer can work with the parent to design a program to diminish aggressive behaviors. Patterson (a), p. 105 and p. 122, and Becker, p. 123 and p. 124, will be helpful to you and the parent in changing these behaviors. It is important for the trainer to discuss punishment with the parent.

VISUAL #16

THEME AREAS: Discipline
Self-Help Development

I. DESCRIPTION OF THE VISUAL:

Gym clothes and sneakers are thrown around a counter. Two opened ice cream cartons are melting onto the counter. An eight year old boy has a carton of ice cream up to his lips and is guzzling. Mother is coming through the door.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What's happening here? What does the mother do? Does she "have a right" to be angry? What should she do if she'd like to decrease this kind of behavior? Do you think this young man has ever done this (kind of thing) before? Is this a potentially dangerous situation for the child?

Has this happened in your home? What would you do to decrease the likelihood of this happening again? How could you and your spouse work to eliminate this inappropriate behavior? Would you be angry? Would you show that anger?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

A child who displays the behavior depicted in this visual is very likely to display other highly inappropriate and noncompliant

behaviors. Trainers will have to work with the individual parent to isolate one or two inappropriate behaviors to eliminate (e.g., making a mess around the refrigerator area, throwing his/her clothes down). The first step after identification would then be to define exactly what would constitute reinforceable or appropriate behavior in those areas (e.g., only taking one thing out of the refrigerator, replacing it where it was, wiping the counter with a sponge, etc.). After these have been successfully managed, the parents will wish to utilize the procedures with other problem actions by the child.

Ignore bizarre, relatively harmless behavior (no one's being hurt) and consistently reinforce approximations of more appropriate behavior.

VISUAL #17

THEME AREAS: Discipline
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

A young child sits in front of the television. Her parent has repeatedly tried to pry her away from the T.V. She has refused to move.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What's going on here? How does the parent feel? What could he/she do? Do you think this child will respond this time?

What do you do when your child doesn't listen to you? How can you increase the likelihood that your child will comply with your wishes? How do you feel when you ask your child to do something and he/she refuses?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If a parent expresses the frustration that a noncompliant child will bring them, then it is important for the trainer to work individually with this parent. Patterson offers specific suggestions to address this problem. Trainers should help parents marshal strength to turn off the T.V.; make rules stick; be firm, fair and unemotional.

VISUAL #18

THEME AREAS: Discipline

I. DESCRIPTION OF THE VISUAL:

A parent comes upon a child who is playing roughly and cruelly with his pet.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What should the parent do? How can the parent educate the child so that this will not happen again?

Has this happened with your child? Might it suggest that the child frequently behaves aggressively? What can you do about this problem?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

The trainer should suggest modeling for parents of children who display this kind of behavior. Parents should take the pet away from the child and say, "That is not the way to treat anyone or anything. Watch me." Then the parent should show the child the appropriate way to play with a pet. The child should be asked to demonstrate this appropriate behavior and when he/she does, the parent should reinforce the child.

VISUAL #19

THEME AREAS: Discipline
Parent-Other Interaction

I. DESCRIPTION OF THE VISUAL:

A father enters his living room and discovers his son. The son is being tended to by his grandmother (or by a doting babysitter). The boy has surrounded himself with papers from candies, the wrappings that were on presents and the presents themselves.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on here? What is the boy doing? The grandmother? How does the father feel as he enters? What will he do next?

How do your parents (the grandparents) respond to your exceptional child? What can you do to facilitate the relationship between the child and his/her grandparents?

What about the child's behaviors? Are they appropriate? What can you do about his/her behaviors? What instructions would you give the grandparent?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

The trainer should encourage the parent to identify the area of concern: Is it his/her relationship with the grandparents? Is it the grandparent's contribution (negative in this case) to the inappropriate behavior(s) of the child? Is it the child's problems

with finding himself/herself? Is it the child's sloppiness? Perhaps a combination of the above?

The trainer, after ascertaining answers to the above, should work with the parent to deal with the individual issues. Specific instructions to the grandparents will help them help train the child.

VISUAL #20

THEME AREAS: Discipline
Self-Help Development

I. DESCRIPTION OF THE VISUAL:

A child and some unidentified other(s) are behind a fence. One voice tempts the others into some kind of daring or inappropriate behavior.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What might he/she be talking about doing? What do you think about the child who is speaking? If he/she were your child, what would you do if you happened by the place where he/she is tempting the others?

How does your child relate to peers? Is he/she a leader? An initiator? A follower? What does he/she do to get along well with others? What suggestions have you made? What can a parent do to facilitate an exceptional child's interaction with peers?

VISUAL #21

THEME AREAS: Discipline
Parent-Other Interaction

I. DESCRIPTION OF THE VISUAL:

A mother and her son are at the supermarket. The boy is acting inappropriately and throwing cereal boxes off a shelf. A man observes this behavior and makes a strong suggestion to the mother.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on here? What does the mother say? Should she respond to the man? What does she do about her son? How could she manage him more effectively?

When your child has acted inappropriately in public, what have you done? What can you do to train your child so that he/she will not act this way? Is this an area of great concern to you and your spouse?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If a parent identifies this type of behavior as a major concern, the trainer should work with the parent to design a program to decrease (and eventually eliminate) this behavior. Patterson (b), pp. 65-72 and Patterson (a), pp. 78-87 will be helpful to the trainer and the parent in re-training this child.

VISUAL #22

THEME AREAS: Sibling Interaction
Discipline

I. DESCRIPTION OF THE VISUAL:

Split transparency. A six year old boy sits, legs crossed, head close to a wall on which he is drawing unconnected twists and swirls. / A four year old sibling is edging onto her father's lap and saying "Joshua is bad. He draws on the wall."

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on in each of the two rooms? What is the daughter doing? What is the son doing? How does the parent feel about the boy's behavior? What might this father do right now? What can he do for the future?

What do you do when your children "tattle" on their siblings? What might you do? What do you do about a very inappropriate behavior like drawing on the walls? What could you do?

Have you examined the relationship between your children? What is the impact of the exceptionality on the relationship between children? How might you improve the interaction between your children? Have the group share specific ideas for projects/tasks that siblings might engage in together.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

Trainers should focus in on the following three issues with parents: (1) sibling interaction; (2) the exceptional child's destructive and inappropriate behavior; and (3) a sibling's "tattling."

Trainers will want to help parents to design individual programs for the child who draws on the wall and/or the child who receives attention by reporting his/her sibling's negative behaviors to adults. Both Patterson and Becker make specific suggestions for decreasing these types of undesirable behaviors and increasing desirable, cooperating behaviors.

It is important for parents to realize they must also reinforce other children for appropriate interactions and statements about their exceptional sibling.

VISUAL #23

THEME AREAS: Sibling Interaction
Self-Help Development

I. DESCRIPTION OF THE VISUAL:

A father and his daughter are working together on the alphabet. A six year old sibling bursts in with the information that, although he is much younger than she is, he already knows that letter -- and has known it for years.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

Why do you think the brother reacted this way? What should the father say? Do? What about the girl? Should she say or do anything to her younger brother? How will the father and the daughter feel after the boy's comment?

How do the siblings of your exceptional child get along with him/her? How might you improve that relationship? Can you think of any ways to encourage the non-exceptional sibling to work with his/her exceptional sibling? Are there any home learning activities they might engage in together? What do you do about a child who teases?

Include siblings in change programs. Show them how important they are too.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If a situation like this exists, parents will want to consistently reinforce the other sibling for cooperative behaviors. Behaviors which would fall in this category should be carefully defined and consistently acknowledged. Patterson (a), p. 122 and Patterson (b), p. 66 offer suggestions leading to diminished teasing. Develop parents' appreciation of attention-getting devices. When should an attention-getting behavior be ignored? Punished? Reinforced? Give examples of behaviors which should be ignored, punished, reinforced. Discuss the importance of reinforcing positive behaviors.

VISUAL #24

THEME AREAS: Sibling Interaction
Self-Help Development
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

The family is at the dinner table. All of the plates are empty -- except for one. This child, approximately 15 years old, dawdles, fools with the food, and takes a long time eating independently. Another younger child is whispering to his mother, "Aw, come-on ma, please, I got places to go."

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is happening or not happening at the dinner table? Who are the persons seated around the table? Are they angry? Concerned? Tolerant?

How would you feel in such a situation? Does this happen to your family? If it does, how do you deal with the situation? What might the parents or siblings do to help the exceptional child? How do the siblings of your exceptional child feel about the impact of that brother or sister on them?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If the dinner table is the scene for painful family

interaction, the trainer should work with individual parents to ascertain the cause and nature of the problem(s). The first step would be to encourage the parents to observe and record the interaction -- with special attention to the exceptional child's eating behaviors and family response to those behaviors. Once that information is gathered, the trainer and parent can determine solutions which revolve around these possibilities:

- a special program to teach the child how to eat more quickly;

- better management of the other children and their responses to the slow eater;

- sibling or parent assistance for the child who is delaying the family;

- games or cues to involve more members of the family in making dinner time more pleasant; this procedure might lessen the sibling's desires to flee the scene.

VISUAL #25

THEME AREAS: Sibling Interaction
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

An adolescent is going off to swim with some friends. His father leans out of the window and reminds him about his brother.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What will the boy say? How does he feel? What do you think the boy should do?

Would you expect a sibling to take your child with special needs when he goes swimming? How do you encourage the brother and/or sister of your exceptional child to be supportive of that child? How do you facilitate a good (helpful, enjoyable, etc.) relationship between the children in your family?

It would be appropriate to share the recreational activities in the Resource Directory with parents at this time. There are many local possibilities for activities that siblings and the exceptional child can be involved in together.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If a parent is concerned about the relationship between the exceptional child and his/her siblings, it is important to work to

improve this interaction. Isolate the situations where they do not get along, and set up an environment where it will happen. Help the parent to start slowly and reinforce the sibling for even the smallest cooperative behaviors.

Hold a discussion of this visual with siblings of special children. Encourage them to explore ways in which they might cooperate in caring for their special siblings. Help them see how they would be enhancing their general family interaction and their interaction with their sibling.

VISUAL #26

THEME AREAS: Sibling Interaction

I. DESCRIPTION OF THE VISUAL:

One brother is heading off for a camping trip. Another brother, in a wheelchair, wishes his father and brother a good time on this camping trip.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

Do Ted and his father "have a right" to go on such a trip if the other child can't go? Should they stay home? What might they do to involve the exceptional child? How does the brother feel after he is asked this question? How about the boy in the wheelchair? How does he feel? Is it possible that he might be well-adjusted to their activities and delighted with some time to himself to work on his activities?

What are the constraints on family recreational/social activities that your child's exceptionality imposes? How do you handle it? Have you discussed "being different" with your child? Should you?

Could this happen to a child with another kind of exceptionality? Has it happened to your child? What do you do to increase the child's participation in family activities?

The group might want to brainstorm methods of involving a child with special needs in the activities of the family. The Resource Directory offers some specific agencies and facilities which will be useful.

VISUAL #27

THEME AREAS: Sibling Interaction

I. DESCRIPTION OF THE VISUAL:

Two pre-adolescents are on their way to school. The young boy says to the girl, "Your brother takes the yellow bus. That means he's a weirdo."

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What does the young girl say? How does she feel? What might be the boy's motives? What should the parent say to the girl to help her deal with this kind of statement? Can you think of other such incidents which might confront the sibling of an exceptional child? What can the parent do to help?

Has this happened in your family? What have you done to prepare your child?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If this visual elicits an emotional response from a parent(s), it is possible that the entire family of the exceptional child needs to be involved in counseling. The Resource Directory includes suggested facilities which provide services to the entire family.

The trainer might also think about selecting out those visuals which would be of special interest to siblings and holding a special

session for those children. Have siblings roleplay situations that have caused them difficulties and explore the effects of various responses. Some highly motivated youngsters might want to design a format for educating peers without special siblings (a pamphlet, cartoons, skit, interviews) which they would distribute to their friends.

VISUAL #28

THEME AREAS: Parent-Parent Interaction
The Future

I. DESCRIPTION OF THE VISUAL:

A mother and father are reading about the various methods of education available to a deaf child and the parents of that child. The reading and concomitant decision-making depicted in this visual are mirrored in the homes of most children with special educational needs.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on in this visual? What are the parents feeling? What might they do as their next step in decision-making?

How have you made decisions about your child's education? What options did you have? Are you satisfied with your child's educational situation now?

How should parents plan for the educational future of their special children? Does your community now have the facilities and options necessary for your child now and in the future? What might you do about this situation?

VISUAL #29

THEME AREAS: Parent-Parent Interaction
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

A mother and father sit alone, quietly in their living-room. She says, "They asked Samantha if her brother was nutty or something. She cried when the kids asked her that."

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What will the father say? How does the mother feel? What do you think the daughter has done which has led the other children to tease her?

Has this happened to your exceptional child? What were you able to do about it? In these days of attempts to integrate children with special needs into more "usual" settings, the situation depicted is very likely to occur. What can the school and recreation personnel do to assist the parents and the child? What about the parents? What can they say to neighbors and community workers to facilitate the child's integration?

It might be appropriate to form an action group of interested parents. Often, community and business leaders and personnel (as well as school people) know nothing or incorrect things about exceptional children. Some groups of parents of children with special

needs have gone out to speak to groups like the Rotarians and have appeared on local radio stations. There are many possible forums for this exchange of information and ideas.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

Parents of newly or about to be newly integrated children may want to focus on this issue. In addition, some parents of children who have not yet fit adequately within the school or neighborhood may feel this is a priority concern.

The first step in working with these parents is to identify the problem that the child has. What is he/she doing which is causing problems with other children? Then, it is important to discover what the parents have done in the past to deal with the issue. It is possible that the mere presence of crutches or a hearing aid or a wheelchair is enough to instigate teasing. If it is not so much the child's behavior, but rather these accoutrements, then peer/community education is necessary as well as some counseling of patience, maturity and humor for the child.

If, however, the child is suffering because he/she behaves aggressively, for example, then it is important to design a home program to decrease these aggressive behaviors. Patterson (b), p. 53 and p. 65, makes some specific suggestions for dealing with this particular cause of peer problems.

VISUAL #30

THEME AREAS: Parent-Parent Interaction
Parent-Other Interaction

I. DESCRIPTION OF THE VISUAL:

A fifteen year old girl is playing in a sandbox with another and much younger child. The mother and father of the older child stand nearby. They are watching them play.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on here? What do the parents say to each other? What might they say to the fifteen year old girl? To the younger child? How do the parents feel? What about the other, younger child? How does she feel about playing with a much older, larger child? If these parents were the parents of the younger child, what would they feel? Say?

Have you been in this situation with your child? How do you feel about it? What about the parents of other children? Do they have any reaction? What can/might you say to neighborhood parents to facilitate your child's interaction with their children? Do you wish to facilitate this interaction?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

Parents will want to encourage their child to interact with

other children. Often, if the child cannot do the things that other children his/her age can do, the parents will feel embarrassed or ashamed. It is these feelings which must be talked about -- for the benefit of the parents and the child to whom these feelings will most assuredly be communicated.

VISUAL #31

THEME AREAS: Parent-Parent Interaction
Discipline

I. DESCRIPTION OF THE VISUAL:

A father and mother stand outside a bathroom door. They are upset because they see the terrible mess that their daughter is making. The two parents react differently to this behavior.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What's the problem here? What should the parents do about their daughter's behavior? How does the mother feel about the way the child is acting in the bathroom? And the father, how does he feel?

Do you and your husband have differing expectations for your exceptional child? Should these differences be resolved? How will your differing expectations for appropriate behavior by your child affect that child?

The trainer might wish to ask parents to roleplay situations similar to the one depicted in this visual. Parents should respond as they themselves would normally respond -- and then (if the spouse is not present) as their spouse would respond. Draw up a checklist of problem areas for parents to examine separately and then discuss with their spouses.

For example, if you feel that the following behaviors are a serious problem, circle "5"; mild problem, circle "3"; no problem, circle "1."

Behaviors

1. Bedtime behavior	1	2	3	4	5
2. Eating behavior	1	2	3	4	5
3. Relations with siblings	1	2	3	4	5
4. Relations with peers	1	2	3	4	5
5. Independent skills (dressing, toileting)	1	2	3	4	5
6. Behavior with strangers	1	2	3	4	5
7. Manners in public	1	2	3	4	5
8. Home discipline	1	2	3	4	5
9. Relations with opposite sex	1	2	3	4	5

VISUAL #32

THEME AREAS: Parent-Parent Interaction

I. DESCRIPTION OF THE VISUAL:

A mother and father sit at their kitchen table. They are surrounded and swamped by bills for medical care. Also displayed on the table are some vacation flyers; these vacation flyers are, by necessity, receiving far less attention.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What are they discussing? Is there anything they can do about the financial obligations involved in diagnosing and raising a child with special needs? What about their need/desire for a vacation? Should they keep putting it off? Should they forget about it?

Has your exceptional child imposed exceptional (and/or unbearable) financial obligations on your family? How have you handled the situation? Do you resent it? How about your other children? Is there any resentment on their part?

What are the local recreation and/or vacation facilities which effectively respond to the needs of a special child and that child's family?

Are parents aware of all possible means of financial assistance? Invite a specialist in this area to speak to parents.

Parents may wish to form a pressure group in alliance with parents with similar difficulties to seek legislation for additional financial support.

Families may wish to cooperate in caring for their special youngsters on joint or alternate vacations.

VISUAL #33

THEME AREAS: Parent-Parent Interaction
Parent-Other Interaction

I. DESCRIPTION OF THE VISUAL:

Split transparency. A father and mother in full dress attire stand at the door of their apartment. They are saying goodnight to the babysitter. The father is sitting in the car next to a roadside phone booth as the mother calls. The couple is sitting in an elegant restaurant and the father is sneaking a worried glance at his watch.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

Who are these people? What is going on here? How do these parents feel? What about the babysitter? Is she worried? What must the parents remember to tell her about their exceptional child? Would the group like to create a question checklist to be used by parents before they leave their child with a new babysitter? Such a list would assure that parents remember to relate all issues or resources to the new babysitter. Might the group wish to share names of effective babysitters with each other?

Do you dwell on the well-being of your child when you are out for an evening? Does it ever prevent you from enjoying yourself? What can you do to diminish your fears? Do you let your concern keep you from going out? Should you?

VISUAL #34

THEME AREAS: Parent-Other Interaction
Parent-Parent Interaction

I. DESCRIPTION OF THE VISUAL:

A young couple are in the office of a genetic counselor. He is talking with them. They are listening and holding onto some literature which he has given them.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What are these people thinking? What might have brought them to a genetic counselor? What services can they expect from such a professional? What questions should they have come prepared to ask?

Have you and your spouse ever visited a genetic counselor? Have you considered it? Would you feel embarrassed about such a visit?

The parents in the group might wish to share the name(s) of sensitive and effective counselors in the Hartford region with each other.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

There is a good possibility that parents need an opportunity to talk individually about the etiology of their child's exceptionality. Parents react differently (and emotionally) to being the

parents of a child with special needs. Often, they do not know how it has happened to them or, even if they do, are guilty and upset about it.

VISUAL #35

THEME AREAS: Parent-Other Interaction
Self-Help Development

I. DESCRIPTION OF THE VISUAL:

A parent is leaving her child with an older woman. This woman is effusively reassuring the mother.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What does the mother feel when she hears this? What does she say? Is she reassured? Is the child in "good" hands?

How would you react in this situation?

The parents might wish to form an action group to put together a list of suggested activities and important telephone numbers for parents to give to those providing temporary care for their special child. It would also be useful to share names and phone numbers of babysitters especially sensitive to the needs of parents and their special children and especially useful to share sitters who have been involved in and supportive of change programs for special children.

VISUAL #36

THEME AREAS: Parent-Other Interaction

I. DESCRIPTION OF THE VISUAL:

A father and his daughter are in their yard. A young neighbor questions the father about his daughter.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What does the father say to the boy? To his daughter? How does the father feel? Is the boy being rude?

Have you been in a similar situation? How do you handle it? How can you maximize your child's involvement with people in the neighborhood? What has been your interaction with the children and parents in the neighborhood with reference to your child?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

It is possible that individual parents may wish to talk about ways of integrating their child into that particular neighborhood. The trainer should be prepared to address this concern if it is articulated by parents.

The resource section of this manual offers suggestions about recreation and leisure activities available to the exceptional child.

VISUAL #37

THEME AREAS: Parent-Other Interaction
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

A father and his son are in front of a large stadium: The marquee reads Hockey Tonight, Reds vs. Eagles. There are no ramps provided.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is the problem here? What might the son say? What might the father say? What can they do about the situation?

Have you ever been in a similar situation? Can you describe a situation where public institution or facilities were unresponsive to the special needs of you and your child? What might you do?

If your group can identify similar situations and problems around your community, then it might be appropriate for you to form an action group to suggest and work to bring about needed improvements in facilities for the handicapped.

VISUAL #38

THEME AREAS: Parent-Other Interaction
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

A father and his friend (or perhaps, relative) are with the 8-10 year old son. The boy is trying to communicate with the adults but is having little success. The friend/relative expresses his frustration at not being able to understand the child.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

How does the father feel? The friend/relative? Do you think the child knows the man is frustrated? What does the father say to his friend/relative? What might the father say or do with his son to improve the situation?

Have you been in similar situations with your child? What did you do? Is your child intelligible to others? What can you do to increase his/her ability to communicate?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

How does the parent feel about the child's difficulties with communication? About the child having far more problems than other children? What does the parent feel comfortable saying to those who inquire?

What is the parent doing about these problems? Is he/she providing special training? Does he/she supplement the special schooling that the child is receiving by using special home learning activities? Does the parent encourage the child to try to communicate? If sign language is needed or used by the child, does the parent know how to use this method?

This situation might also evoke a discussion of home methods for improving the child's communication skills. Parents may want to brainstorm ways of teaching the child the basic language which surrounds home events: the T.V., dinner table, relatives, kitchen objects, bodily functions, community workers, etc.

VISUAL #39

THEME AREAS: Parent-Other Interaction
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

A father and his young daughter are walking their dog. A neighbor is working on the hedges; the neighbor looks up to talk with the father.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What does the father say? What does he do? What might he say to the girl?

Should he say anything to her? Is the neighbor trying to be "mean"?

Has this happened to you? How do you handle it? How can you turn it into a learning opportunity for the public; for the child? Does it make you angry? What about your child and his/her exceptionality is important to share with the public?

The group might like to roleplay situations where various members of the public ask them pointed and unpointed questions about their child. Try using questions from persons in different settings: a person in line at the local grocer; a distant aunt; a man on a bus; a next-door neighbor, etc. Questions could range from, "I heard you just found out that your son is 'not quite all there'" to "I understand our schools are very good at working with children like yours. What kind of programming do they have?"

VISUAL #40

THEME AREAS: Parent-Other Interaction
Parent-Child Interaction

I. DESCRIPTION OF THE VISUAL:

An obviously poorly coordinated young man reaches out to stroke the hair of a young girl whom he does not know. The father of the girl turns to the young man and his father.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What's happening here? What will the father of the girl do? The father of the boy? How can the father work with his son to prevent such inappropriate social behaviors?

Has your child ever committed such a faux pas? What did you do? How would/will you prevent such occurrences?

Have you or your child ever been the recipient of such curiosity or advances? What were your feelings? Can you understand the concern of the father of the girl? How can you educate him? How would you -- at the same time -- train the girl to deal cautiously with approaches from persons with whom she is not familiar?

VISUAL #41

THEME AREAS: Parent-Other Interaction

I. DESCRIPTION OF THE VISUAL:

Two couples are playing cards together. One couple, the couple who are not parents of a child with special needs, describe what has happened to another family with such a child.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What do the parents of the exceptional child say? What do they feel? How about the husband of the woman who volunteers this information? How does he feel?

How do parents in the group feel about state homes or institutions for children or adults who need long-term custodial care? Perhaps the group might want to locate and evaluate local resources which provide this care; the Resource Directory will be helpful in this project. Another activity might be to talk with parents who have made a decision to institutionalize the exceptional child or adult. Based on these investigations, parents might wish to talk about criteria for placing a child in a setting other than the family home.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

If parents are considering residential or institutional

placement for their child, they might wish to talk individually about their decision-making process. The trainer might wish to use some criteria discussed by the group with the individual parents.

VISUAL #42

THEME AREAS: The Future

I. DESCRIPTION OF THE VISUAL:

A father and son are walking out to a bus full of boys in the son's scout troop. The son questions his father about the future.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What does the father say? What does he feel? How can he effectively help the boy to understand the nature of his handicap?

Have you discussed your child's exceptionality with him/her? How has this issue been raised? What have you said or done with your child to help him/her deal with this issue? Do you expose your child to exceptional adults?

The parent group might wish to bring exceptional adults into their group to help them better plan for and imagine the futures of their children. Certainly they are a resource which should be shared with parents.

VISUAL #43

THEME AREAS: The Future
Sibling Interaction

I. DESCRIPTION OF THE VISUAL:

A mother and a bright, attractive 12 year old are talking, perhaps before the 12 year old leaves for a wedding. The daughter looks quizzically at the mother and asks, "Mommy, can Jessica ever get married?"

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What has prompted the daughter to ask this question about her sibling? What does the mother say? Feel? What would you do? Would it depend upon Jessica's exceptionality category? Why? What might be another way to think about and decide upon her social future? What are the possible social futures for adults with special needs? How can you find out? What about sex education for the exceptional child soon to be an exceptional adult? Who in your community might be able to discuss this important concern with your parent group? Does the group wish to arrange this?

What interaction have you had with your exceptional child about his/her social future (marriage? dating? sexuality?)? How could you begin to do this, if you feel it is appropriate?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

Has the parent asked himself/herself why he/she should have "other than usual" expectations for the child's future? If the parent has done this and the expectations seem realistic in light of the child's abilities and needs, then this individual counseling should be used to assist the parent in accepting this situation. Effort might be placed in finding other parents of children with this type of future expectation (or parents of exceptional adults so placed) and facilitating their communication.

Help parents explore the normal conflicting feelings about a child's dependence vs. independence, conflicts which are exaggerated with a special child. How can the parent facilitate the autonomy of the child in different areas?

VISUAL #44

THEME AREAS: The Future

I. DESCRIPTION OF THE VISUAL:

A mother and her adolescent son are on their way home from the market. They observe a street cleaner with a hearing aid.

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What is going on here? How does the mother feel? Why might she be upset? How about the boy? How do you think he feels?

What vocational/career discussions have you had with your child? How might you formulate (or help him/her formulate) some plans for the future? What are realistic expectations for your child's accomplishments in the future? How have you arrived at these expectations? Does your spouse share the same expectations?

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

Trainers should intervene with individual parents in the establishment of realistic goals for the child's future. Work with parents to encourage parents to talk with teachers and administrators about the future of the child. Making this issue concrete is likely to allay fears.

VISUAL #45

THEME AREAS: The Future

I. DESCRIPTION OF THE VISUAL:

Two parents, in their late fifties, are sitting together in bed. The father says to the mother, "We won't live forever, you know. Who will take care of her then?"

II. SUGGESTED QUESTIONS AND ACTIVITIES FOR USE WITH GROUPS OF PARENTS:

What does the mother feel? Say? What might have prompted the father to raise this issue?

Have you and your spouse discussed the realistic, long-term needs of your child? If your child will continue to be dependent (or in need of any kind of continuous assistance), what can you now do to prepare? What are the resources in your community? Do you know of any parents who have placed their child (or exceptional adult) outside of the home because they no longer could care for him/her? How would you evaluate the sheltered workshops, homes, institutions and hospitals that are available to you? Perhaps the group, if this issue is a priority concern, could work with the trainer and establish a set of criteria for examining and evaluating these types of facilities. A powerful parent lobby would then be established to bring about the evaluation (by a joint group of parents and professionals) based on these criteria and leading to specific reforms.

III. SUGGESTED FOCUS WITH INDIVIDUAL PARENTS:

Parent reaction to this issue is likely to be closely tied to their feelings about aging and death. It would be appropriate for the counselor to examine the parents' feelings about these concerns as well as parent reaction to institutionalization, home nursing and collective responsibility (others in the family) for the person with special needs. Some inquiry into the financial resources of the family might also be helpful. Then it would be useful to jointly plan a procedure for concerned parents to follow.

100
1

2

5

6

SPELLING
WORKBOOK
I
PRIMER

"Naughty! Keep your hands away from there. It's disgusting!"

109
Jamie, Christy- Are you SURE you haven't seen that dollar I left on the table?
10

Dr Alice Beri
110
11

12

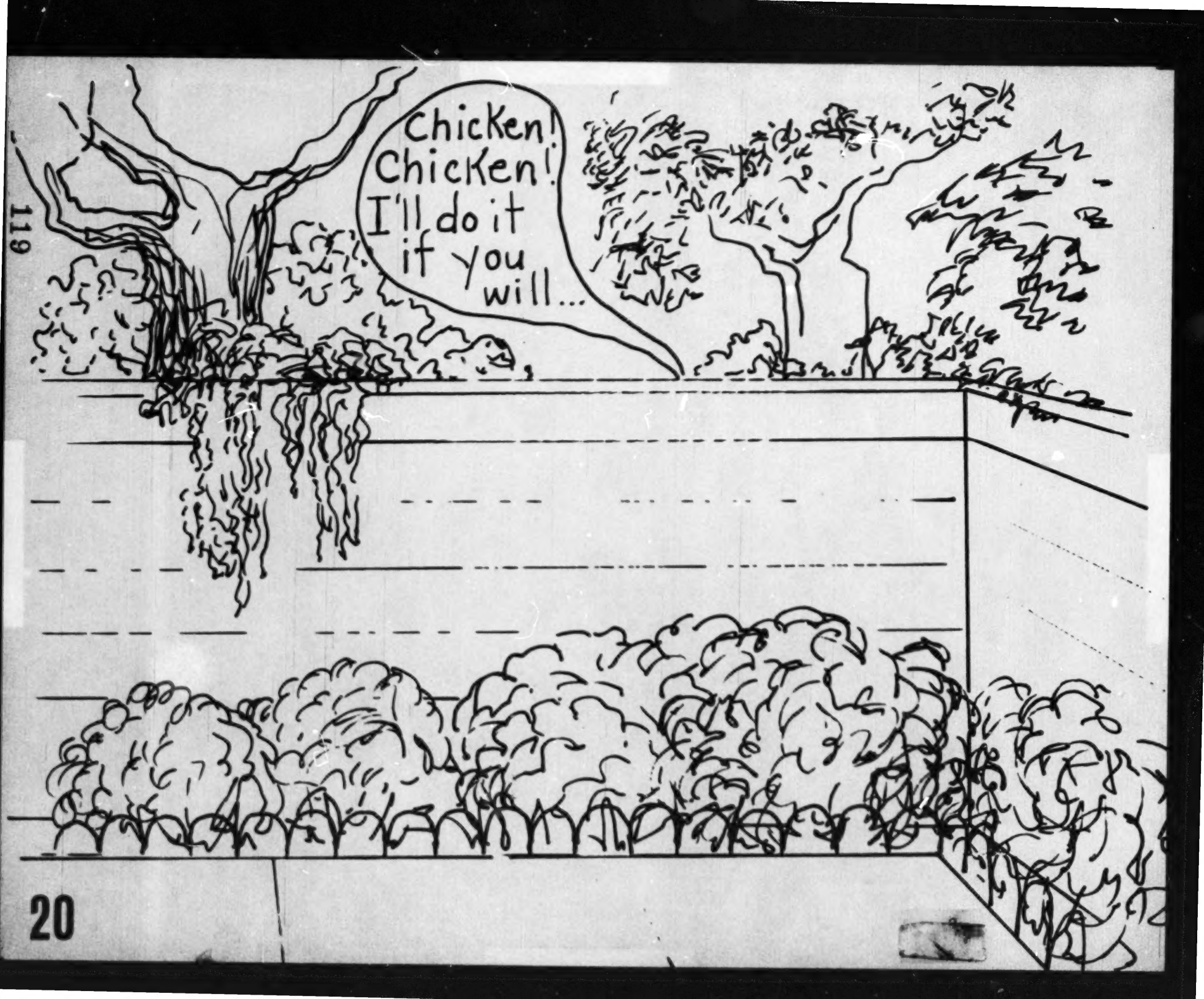
Ride! Caaa! Caaa?
Ride! Caaa!
13

15

ICE CREAM
VANILLA
DAISY
STRAWBERRY

Maureen! I've told you four times to turn off that TV!! Come help me set the table.

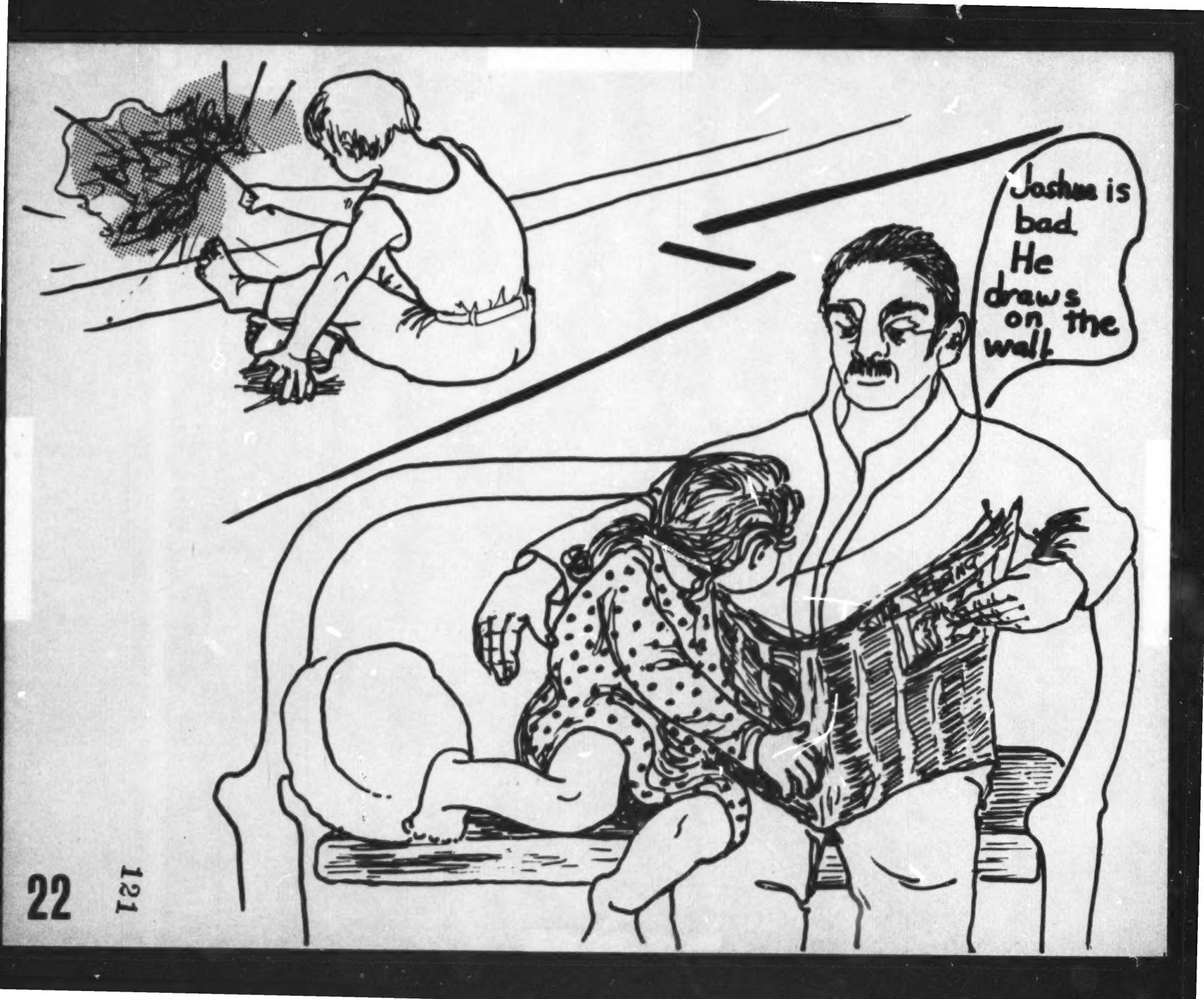
RANDY!!
18


Chicken! Chicken! I'll do it if you will...
119
20

SUPE RKET
"All he needs is one good sock'o. If he was my Kid I'd straighten him out"
OST
OASTIES
CORN
FLAKES

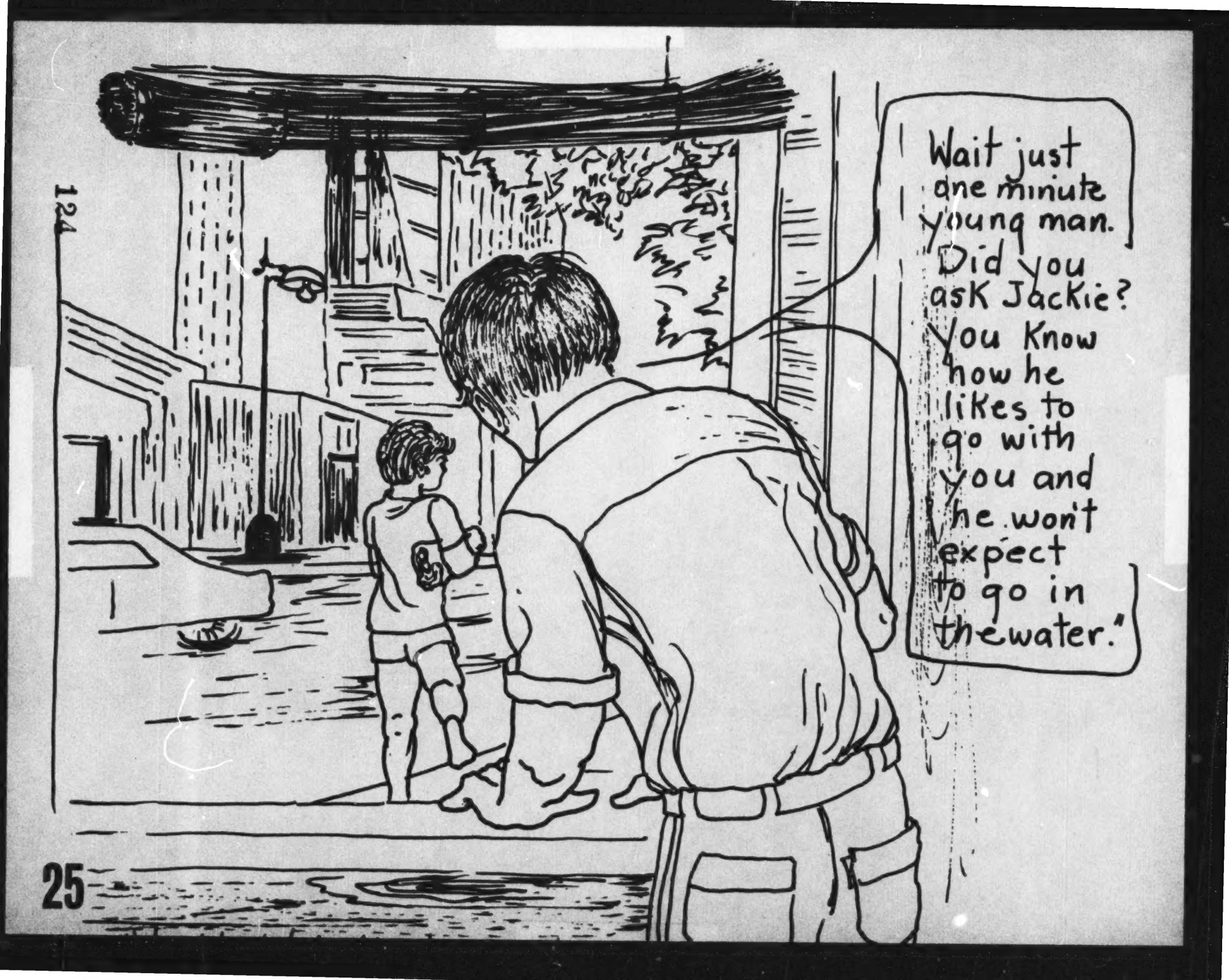
120

21


Joshua is bad. He draws on the wall.

"Pooh.. that's the letter 'A'. I'm only 6, and I've known that for years."
122
23

Aw, come-on ma, please, I got places to go."

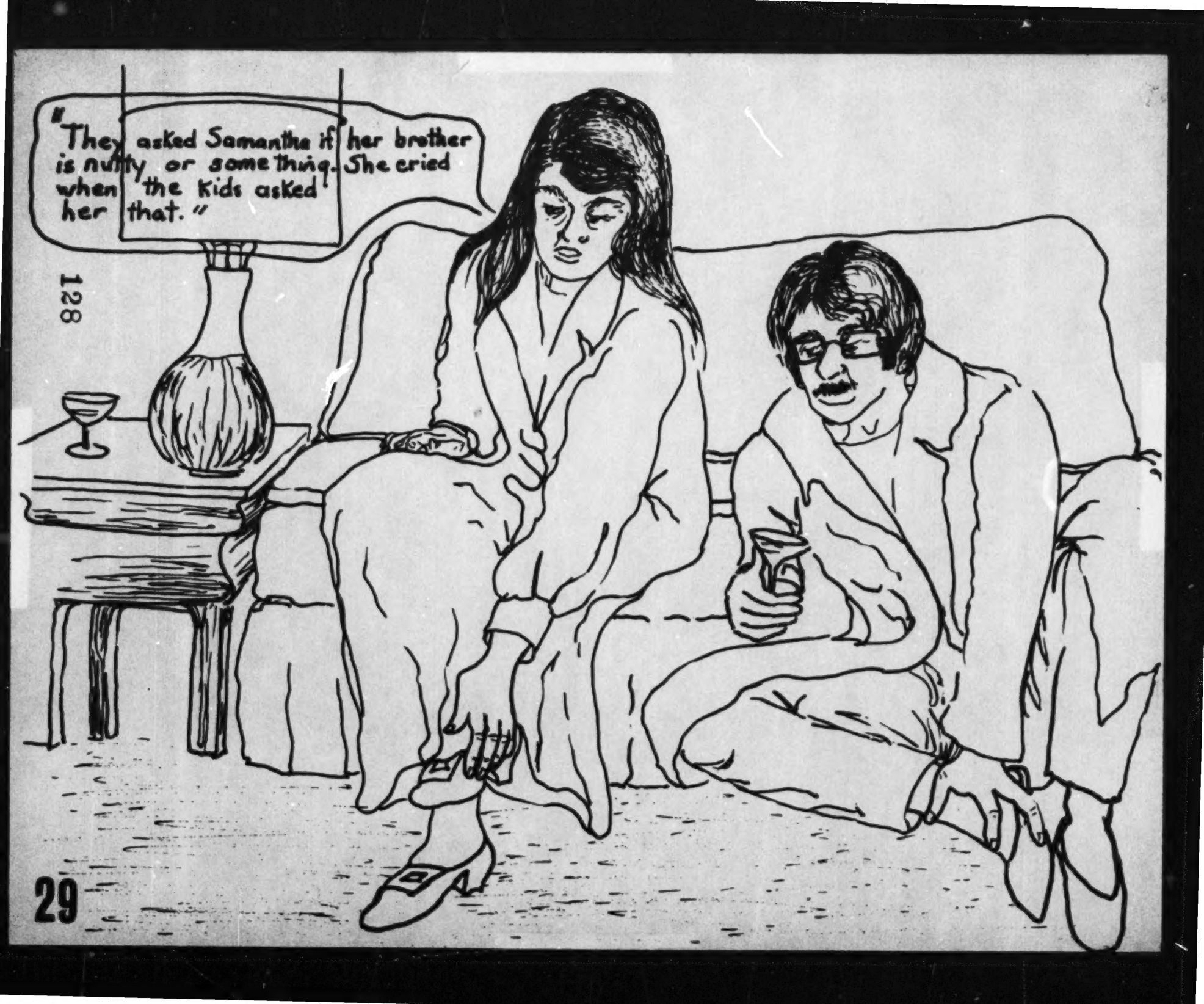

Wait just one minute young man. Did you ask Jackie? You know how he likes to go with you and he won't expect to go in the water."

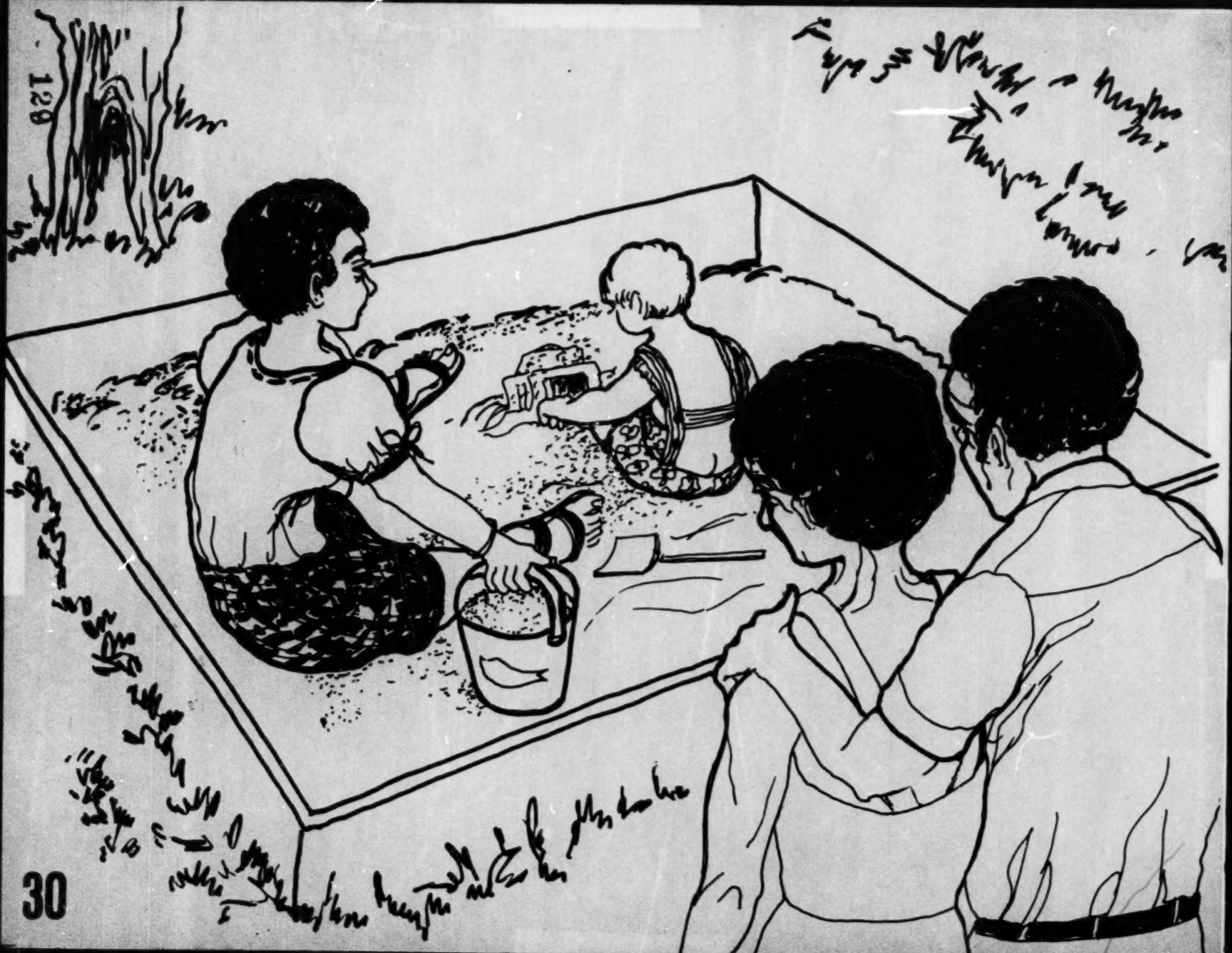
25

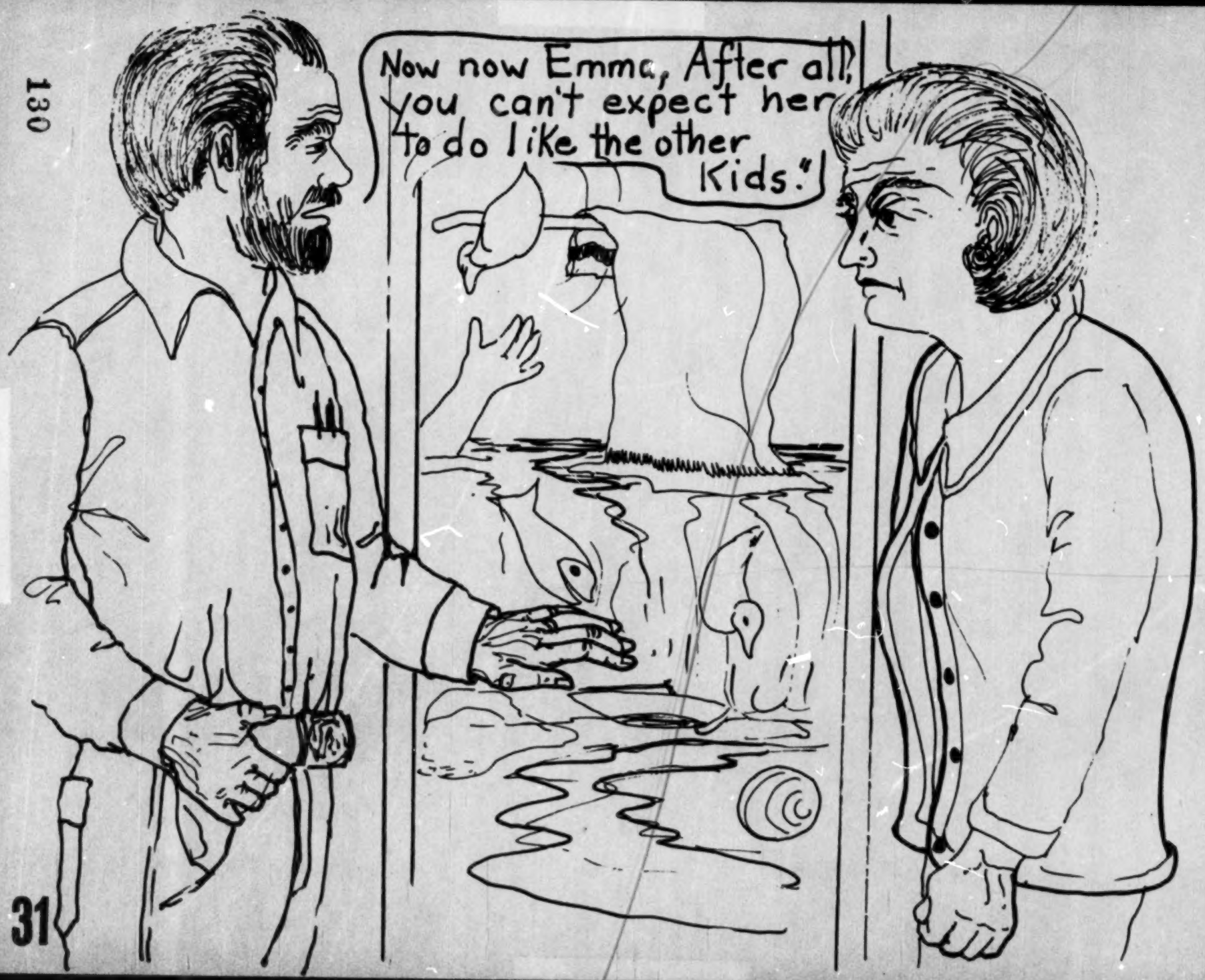
125
"Bye Ted. You and Dad have fun on your campout."
26

Your brother takes the yellow bus. That means he's a weirdo.'
School

TOTAL COMMUNICATION For The DEA CHILL
An Oral Approach to Deafne
Cued Speech


"They asked Samantha if her brother is nutty or something. She cried when the kids asked her that."
821
29




Now now Emma, After all, you can't expect her to do like the other Kids."

131

182
33

Dr. William Puebalski !
GENETIC
COUNSELLOR
M.D.
EASTER SEAL
SOCIETY
GENETIC COUN

34

"Now you go on now. I'll do every little thing for her. She won't have to lift a finger."

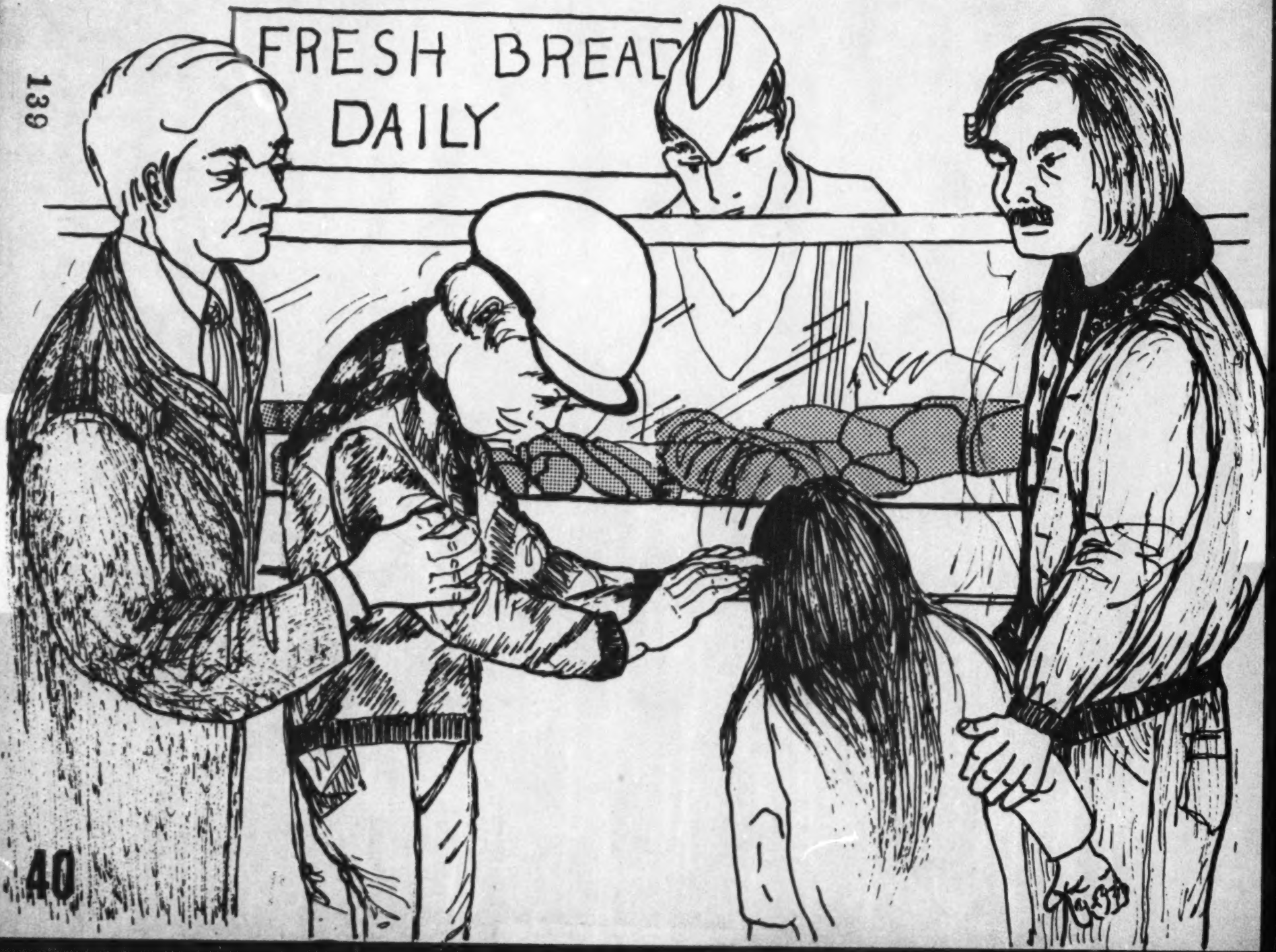
Hey! Mr. Mendoza
Why doesn't your
little girl talk?

HOCKEY tonight
REDS vs.
EAGLES

137

38

"She's just so very cute, You'd never dream that..."
39

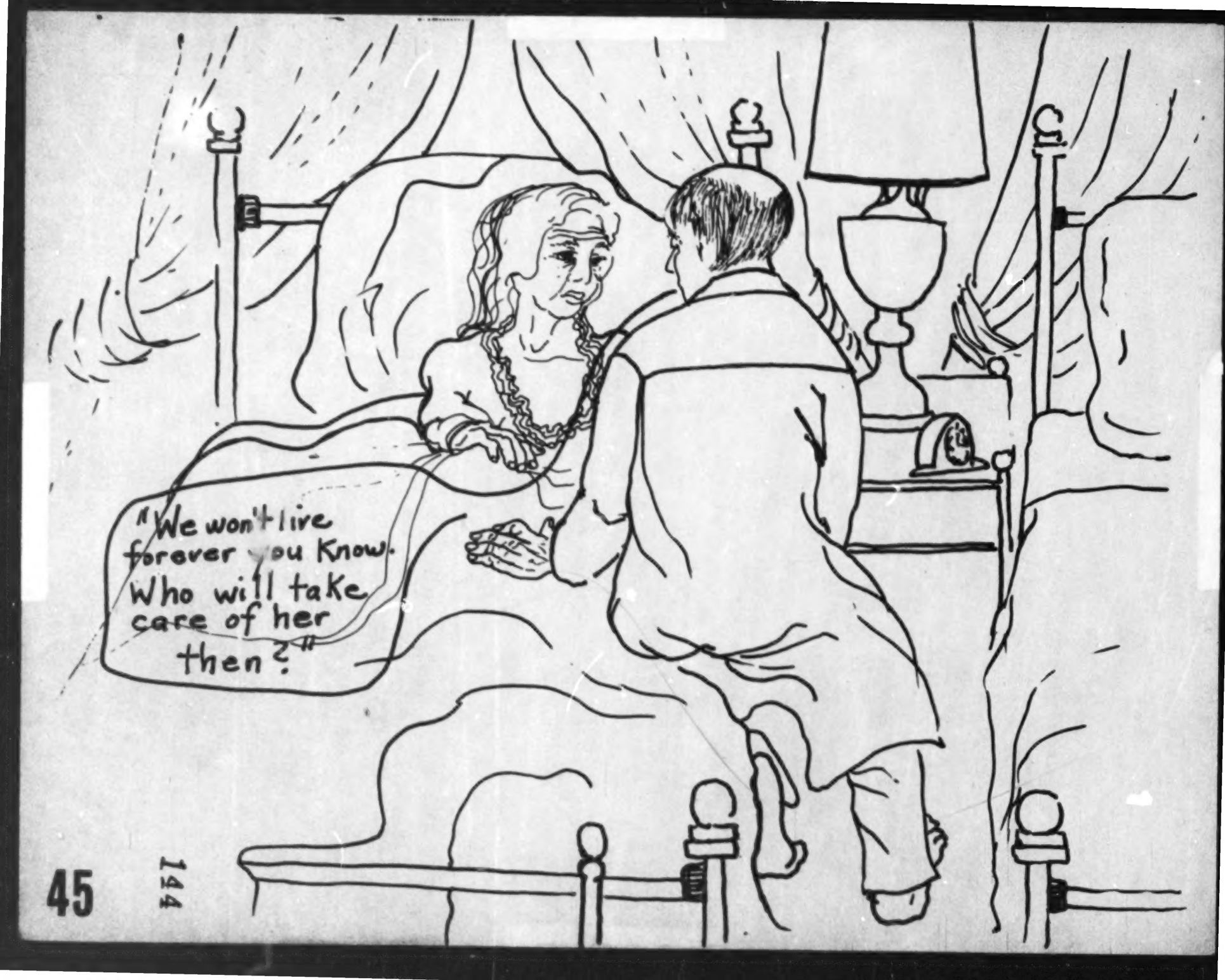

FRESH BREAD
DAILY

"Did I tell you that my cousin, who has a Kid like yours, just put her in the state home?"

41

When I'm an Eagle Scout I won't be deaf anymore, will I Daddy?

Mommy, can Jessica ever get married?"


"We won't live forever you know. Who will take care of her then?"